

CHAPTER II

REVIEW OF RELATED LITERATURE

In conducting this research, the researcher explains the theory that coherent with the research problem. This research is supported with some theories which are related to this research.

2.1 Learning English

Learning is the one important role in people life. It is because people develop their knowledge, behavior, the way of thinking, through learning. As stated by Santrock (2001), learning is a relatively permanent influence on behavior, knowledge, and thinking skills, which comes about through experience. For instance: when children learn how to use computer, they might make some mistakes along the way, but at a certain point they will get the knack of the behaviors required to use the computer effectively. The children will change from being individuals who cannot operate a computer into being individuals who can. Based on the statement and previous example, it can be concluded that learning is process to make a change of behavior, knowledge, skills, of each individual.

English language is a global language which can be used for communication with native-speakers and non-native speakers in the worldwide (Khader & Mohammad, 2010). In real life, many sectors such as education, business, and technology use English as the communication. Therefore, English is very important language to be learnt because it is not only as global language but also useful in many sectors especially in Indonesia. Based on

definition above, learning English can be concluded as the process to get behavior, knowledge, skills, of each individual to be able to use or communicate with English.

In Indonesia, there are some kinds of language that is used and English is one of the languages that is learnt as foreign language. Based on Mattarima and Hamdan (2011: 288) as endorsed by the Department of National Education of the Republic of Indonesia, learning English has been widely implemented from elementary to high schools in Indonesia. English is learned from primary school until high school level by students. Learning English does not finish in high school level but it can continue until University level for people who want to learn more about English by joining Department of English Literature or English Education.

In addition, English is also a compulsory subject to be taught for three years in junior high school and for three years in senior high school although it is still an elementary school elective subjects in elementary school (Lauder, 2008:10). Furthermore, students have learned for years that they can continue to university level. Government of education, ministry of education, and more employers in Indonesia need people who can communicate in English well. Therefore, learning English has become increasingly important as a foreign language in Indonesia.

2.2 Problem

The purpose of this study is to find out the student's problem on learning English. Before we know the student's problem, it is important to know what problem is and how problem is formed. The researcher provides some theories related to the definition of problem from some experts.

2.3 Definition of Problem

The word 'problem' is defined as an undesirable state in society or something that confuses or disturbs someone; dissatisfaction that interferes with peace of mind until one can find the source of the problem correctly and find several ways to solve it (Deobold: 1978 in Albashtawi, 2014).

According to D'zurilla et al, (2004), a problem is a situation that has a goal but does not run smoothly due to obstacles. It means that the problem is destructive situation which can make students difficult to achieve their goals.

2.4 Problems in Learning English

According to Rany et al (2013: 181), students are generally weak in learning English, especially for countries where English is not spoken as a mother tongue. Even though students have been learning English for years but their competence may be still low because of limited exposure of the habits of English. The problem of learning English comes from many different factors in different environments such as school resources, class size, teacher quality, and student attendance at school (John & Ehow 2011, as cited in Rany et al 2013). Sadtono (1995:23) classified problems into two parts namely linguistic and non-linguistic problems.

2.4.1 Linguistic Problems

One of the problem in learning English is the linguistic problems. According to (Effendi & Mu'in. 2018), the linguistic problems are problems which exist or come from inside the language itself.

Linguistic problem is student's difficulties related to grammar, pronunciation, and vocabulary (Priyambodo,2012). The description of the linguistic are as follows:

2.4.1.1 Grammar

Grammar refers to a set of rules that make it possible to combine words in our language into larger units (Greenbaum,2002:13). For example, in English structure there is progressive in which explaining about the use of verb + ing. There are significant differences between Bahasa and English structure, which caused many problems that might happen. Furthermore, it may seem difficult to learn that structure, even if you are native speaker, it will not guarantee that you can fully understand the English structure.

2.4.1.2 Pronunciation

According to Richard (2002:175), pronunciation is the way a certain sound or sounds are produced. The concept of pronunciation includes the sound of the language, stress and rhythm, and intonation. The native speaker's pronunciation sometimes have not been accepted by students in listening section especially stress and intonation. So, the native speaker and student have different pronunciation in listening section and it makes pronunciation of listening difficult to hear for some student.

2.4.1.3 Vocabulary

According to Richard (2002:55), vocabulary is the core component of language proficiency and provides much of the basis for how well student speak, listen, read, and write. The difficulties in learning English of many

students are lack of vocabulary because many vocabularies are lost from their memories. The other Students' difficulties not understanding the meaning of the vocabulary.

2.4.2 Non-linguistic Problems

Non- linguistic problems are the problems that derive from the outside if the language, but come from outside the language or language external factors (Effendi & Mu'in. 2018) . There are five elements of non-linguistic problems which students get difficulties in learning English, Those are: student, teacher, teaching methodes, teaching material, and teaching facilities.

2.4.2.1 Student

The student's problem can be classified into language aptitude, perseverance, and learning strategies (Sadtono,1995). In non-linguistic problems the most important is the basic talent of student's language. Some of the students simply have very low ability in learning the language. Students may find difficulties to learn English. From that point, it may cause an apathy to learn English further, but for some students the difficulties may give different point of view to learn English more because they get high motivation. On the other hand, if the students do not have high motivation in learning English, they will have difficulty to learn the language.

Furthermore, student has learning strategies, in which it makes them to realize that learning a foreign language requires perseverance, discipline, self-evaluation, and lots of practice and all those effort will take a time. They certainly need to be reminded of those requirements, especially from the teacher.

The total number of the class in foreign language teaching is also crucial. Unfortunately, the class of teaching English in our country is usually takes large number. It is about 40 – 50 students in one class. Such a situation is obviously unfavorable because ideally a foreign language class consist of 20 students in order to make the teaching and learning English process run well and effectively.

2.4.2.2 Teacher

According to Mattarima (2011:295), teachers are not only as a model, but also as a facilitator and advisor so that the class have enough time and opportunities to participate actively in learning process. There are some requirements to be a foreign language teacher. First, the teacher has to master the language that will be taught. Second, the teacher should understand the theory of teaching language, psychological learning and background of language. Therefore, if he or she does not fulfill these two requirements, the students will not be comfortable to involve in learning process.

2.4.2.3 Teaching Method

Method is a plan to present the material that will be given to the students. According to Richard and Rodgers (2001:19), there can be many methods within one approach. There is no best method but it depends on the objectives of learning. They point out that teachers have always tried to find more effective ways of carrying out their work. It can be conducted by discussing with other teachers which have different teaching method. The method of teaching is going to help the teacher to teach their students in learning English.

If the teachers choose the good method it can facilitate students to develop their skill and make them easy to participate in learning process. If the teaching method is boring or not interesting, the students do not pay attention to the teacher and it make the teaching learning process not effective.

2.4.2.4 Teaching Material

Teaching materials are the resources that the teacher used to deliver instruction. Each teacher requires a range of tools to draw upon in order to assist and support the learning of students. These materials play a large role in making knowledge accessible to students and able to encourage students to understand with knowledge in different ways. For example, teachers use material in teaching listening comprehension by recording native speaker in classroom and it is played to their students. Moreover, the materials depends on the ability of the teacher. The successful are more likely to prepared their lesson well, to spend more time on out of school activities, and to show more interest in their students as individual (Fontana 1981, as cited in Irmawan 2012:13).

2.4.2.5 Teaching Facilities

According to Sadtono (1995:56), facilities include good classroom, complete library, and tools to help teacher easier in teaching language process, such as: tape recorder, video tape, language library, etc. In a minimum condition, library is still important in order that students can borrow the books or the magazines for reading at home. This is for getting reinforcement in studying the language.

2.5 Teaching English at Vocational English

Teaching is showing or helping someone to learn how to do, giving instructions, guiding in the study, providing with knowledge, causing to know or understand (Brown, 2007:8). Vocational school and senior high school teaches English as foreign language. Moreover, there are several differences between teaching English in vocational school and teaching English in senior high school. English Teacher provides material and information about technical terms related with the specific departments.

In addition, in vocational school, the concentration of department is more important than public high school because vocational school students are expected to be professional and to apply their skill properly to compete in workplace. Furthermore, there are several departments that require English Language Skill and immediately used in the work practice. In this matter, students need to acquire English skill to compete on workplace. This situation is different from that public of high school, where students learn about theory and philosophy that rarely used outside the class.